

# America's

# FUTURE

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## TWO RED PURPOSES

The post-inauguration excitement in Washington obscured several important news items of the last fortnight. For one thing, Soviet Boss Khrushchev was shooting off his mouth again. At least it can be said for the Red leaders that they make no secret of their aims. They never have. The trouble is that Western leaders persist in misunderstanding them. Khrushchev again announced the forthcoming defeat of capitalism and the triumph of communism throughout the

world. As he often has done in the past, he did a bit of rocket-rattling. But he declared that the major weapons in the Red arsenal to bring about world communism would be what he calls 'disarmament' and 'peaceful co-existence.' This means, of course, disarmament and co-existence on his terms and within his meaning of those words - not ours.

Now there is a way in which the Kremlin leaders can achieve their frankly-declared purpose. That is if our leaders once again swallow

the Soviet bait. President Kennedy seemed to indicate in recent statements that there are conditions under which it is possible to negotiate with the communists. Such a notion is contrary to all past experience. Negotiation, so far as the Reds are concerned, is simply part of their strategy for weakening the will of the free nations. But equally important, from their standpoint, is the effect such negotiations have on the slaves in their Red empire. When the unhappy peoples who live under Red rule see the leaders of a great, free nation like America sitting around a conference table with their brutal masters, it makes any thought of resistance or revolt seem utterly hopeless. And nobody knows this better than Khrushchev.

It was not an accident that

fast on the heels of his latest blast, came the news of another farm crisis in the Soviet Union. One of the basic economic tests of any system of organized life is whether or not it can properly feed its people. Russia is a great agricultural country. Yet after 44 years of communism, heads are again rolling because the collective farms cannot produce enough wheat, milk, meat—to say nothing of many other products—to adequately feed the Russians.

This is why Khrushchev once more needs some conferences, visits, or summits with Western leaders. Such negotiations serve two major communist purposes. They weaken Western resistance to Red aims, and cover up the failures of the system the Reds want to impose on the world. Will our leaders oblige Khrushchev — again?

## MISSING THE POINT

Also somewhat obscured by the inaugural proceedings was the fact that a group of religious leaders got into a rather hot argument concerning federal handouts to the schools. The amazing thing about the argument was that it managed to miss entirely the most important point.

As you know, all sorts of fantastic plans are floating around Washington for giving billions of dollars to schools and colleges. The idea is for the federal government to be the bighearted 'giver.' Actually, the federal politicians will take from you in taxes the money which you could

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spend much better - if it needs spending - on your own schools. Then they give you back not all, but part of your own funds to build schools or pay teachers' salaries. The portion of your money you do not get back will go to the bureaucrats in Washington who, because they have fooled you into believing they are supporting your schools, will then proceed to tell you how to run them.

In any case, Cardinal Spellman of the Roman Catholic Archdiocese of New York, commenting on one of these grandiose handout proposals, declared that since everybody was going to be taxed for these handouts, everybody

should get something back, including religious schools of all denominations. This brought from Protestant and Jewish religious leaders the advice which Priscilla gave to John Alden: 'Speak for yourself, John.' A Lutheran religious leader said the Lutheran schools did not want any federal aid. A Baptist spokesman declared federal money should go only to public schools - not to any religious schools. Other Protestant and Jewish religious leaders said that giving federal funds to church schools interferes with the concept of separation of church and state.

Undoubtedly Cardinal Spellman had a point in calling attention to the unfairness of taxing the whole population for the support of only some of the schools. And the Protestant and Jewish leaders also had a point in saying that federal funds should go only to public schools, leaving the private religious schools to do their own financing. But all these religious leaders - Catholic, Protestant and Jewish - missed the most important point in this question of federal handouts to education.

As the spiritual and moral leaders of their various flocks, they have a special

concern for children and young people whether they attend public, private, or religious schools. American religious leaders, of all people, should know that there can be no freedom of religion save in a free country. And a country relinquishes a big chunk of its freedom when it permits federal bureaucrats, through the dispensation of funds, to get their hot little hands on the schools - public, private or any other kind. If these religious leaders want to do

a tremendous service for their various denominations—and for a great nation which makes their existence possible—they would band together to fight to the death any attempt by the government to get the hands of its busybody bureaucrats into any type of locally or privately supported school. They ought to quit arguing over who should or should not get federal handouts, and concentrate their energies on preventing the handouts in the first place.

## THE FEDERAL BLUDGEON

Perhaps these religious leaders, as well as all other Americans dedicated to the preservation of liberty, should read carefully a recent report. It was made by our so-called federal Civil Rights Commission. The federal government already has its hand in a number of colleges through the land-grant system, federal scholarships, and special grants to various colleges for carrying out federal projects. The Civil Rights Commission now demands that the federal government withhold funds from any of these colleges which, in its words, 'discriminate on grounds of race, religion or

national origin.' The aim in this particular case of course, is to use federal money as a bludgeon to force integration of the colleges. This may seem a worthy objective to many Americans. But imagine what could happen if power like this is carried to its ultimate end. It could conceivably be used to crack down on religious schools. Or, if the federal government starts supporting your local public school, what is to prevent a Washington bureaucrat sometime in the future from telling you your teachers are not of the proper political persuasion? What is to prevent him, on the threat of with-

holding funds from your school, from telling you to replace a textbook with one, for instance, by a left-wing pundit? What is to prevent him from telling your school to quit teaching American history and concentrate on world history, or even Russian history? What, in fact, is to prevent him from telling you that the word 'God' must not be mentioned in your school? All this may sound farfetched. But who would have imagined, when the

federal government started out 27 years ago to save the farmer with federal handouts, that it would end up by telling him where, what, how, and when to plant his crops? Federal handouts to farmers wound up with federal control of at least part of our food supply. Federal handouts to education can wind up with federal control of something far more important - the food of your minds, and especially your children's minds.

Foregoing items covered in Mutual network broadcast 1/29/61

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## Book Review WHO WILL CONTROL?

TAXES FOR THE SCHOOLS by Roger A. Freeman, 441 pages, Institute for Social Science Research, Washington, \$5.00.

Two years ago, in a volume entitled *School Needs in the Decade Ahead*, Roger A. Freeman knocked into a cocked hat every specious argument of the modern educationists and the socialist-collectivists for federal spending on the schools. The fact that their arguments won't stay in the hat where they belong does not render them any less specious. In his earlier book, Mr. Freeman gave the facts and figures, based on a thor-

ough research job, to refute the federal-aiders' blatherings about teacher shortages, lack of classroom space, low salaries, building costs and the rest.

It cannot be stressed too often that behind all proposals for federal handouts to education the real purpose (whether their proponents know it or not) is to get the federal-government snout under the tent of our locally-controlled schools. But the schools must be paid for. The question is - how?

In *TAXES FOR THE SCHOOLS*, which is a companion volume

to his first book, Mr. Freeman examines this all-important question with the same thoroughness and documentation used in the earlier study. Parenthetically, may we remark that objective studies like these are the sort which *should*, but *do not* come from the National Education Association. Instead, it spends the funds of its dues-paying teacher members on slanted propaganda studies aimed at bolstering its lobbying activities in behalf of government handouts to the schools.

Mr. Freeman turns up some startling figures on the subject of taxation which should interest everyone who pays taxes (and who doesn't?) as well as those concerned about the proper financing of our schools while at the same time keeping them under local control. In fact, there is an anomaly never mentioned by the federal-aiders in this question of the source of funds for education. The schools could actually go broke under federal control long before such a thing could happen under the present system. Mr. Freeman shows that save in extraordinary periods like war time, the states and localities can always expand

their revenues faster than the national government.

But any solution to the problem of financing the schools must look to the overriding consideration of who and what will control the schools. Here Mr. Freeman makes a most important point: That the drive toward national control through federal aid may hide an even more sinister issue. It would mean a change from control by parents and citizens at the local level to control by the professional school administrators. Mr. Freeman suggests that this would mean transferring power over school policies from parents, communities and state legislatures to the educational bureaucracy, which he correctly describes as a close knit, 'battle-hardened fraternity.'

This book, like the earlier volume, is not what might be called a 'reading' book. But it should be in the library, and always close at hand for reference, of every parent, teacher, school-board member, and taxpayer who wishes to preserve and protect the American educational system from the federal-aiders and thought-controllers.

- Rosalie Gordon

## A GREATER TREASON

"A senator who is aware of treason but who refuses to expose the dangerous, unpleasant facts for fear that he will be politically scarred and bloodied if he does is actually guiltier of a greater treason than the traitors themselves. Every senator has the duty to use the means provided by the Constitution to protect the people who have entrusted him with the task of manning the watch-towers of this nation."

- the late Senator Joseph R. McCarthy

## LOOK AT THE PRICE TAG

"It's so pleasant to 'give' some community a power project ('It's federal money; it's 'free'). It's so easy to 'give' federal billions for miles of roads all over the map. It makes you feel so good to 'lend' (give) billions to build and equip factories for poor nations (they'll soon compete with you and take your job, but it's kindly). And while we're taking good care of war-injured veterans (as we *should*) let's be generous and pay all the hospital bills of millions more who never saw a battle!

"And if the 'little people' of the world threaten a red tantrum if they don't get all they want, give them *more*. 'We want to buy friends, and after all, it's all federal money.'

"But then the bills come in. We learn what we should have

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remembered, all along - there is no such thing as *federal* money - it's all *local* money, *your* money. So taxes go up and prices go up; our pensions don't buy much, our savings don't go as far, our bonds and life insurance become worth less and less. That's a pretty big price to pay, for being a 'good fellow,' isn't it?

"Before we accept a 'present' from kindly Uncle Sam - before we give away 'his' money - look at the price tag. It may be concealed, *but you can be very sure IT'S THERE.* It's **YOUR MONEY.** - from an advertisement of Warner & Swasey Co.

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